

Childminder report

Inspection date: 26 March 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her friendly dog greet children at the door on arrival. Children are extremely keen to enter the childminder's home, showing they feel safe and secure. They gently pat the dog and excitedly greet their friends. Children form strong, caring friendships with their peers. They enquire affectionately about children who are not present. They chat happily together, arrange play dates and talk about the toys they can play with at each other's houses.

The childminder plans an engaging curriculum with clear learning intentions that children are excited to explore. She promotes children's early mathematical skills. Children sort colours and begin to learn about weight as they play with balance scales. They count spots on ladybirds. When children miscount, the childminder sensitively models how to count accurately. She talks to children about shapes they can make with magnetic construction toys and encourages them to make patterns. The childminder has additional tasks ready to provide further challenge and extend children's learning when needed.

The childminder has high expectations of children's behaviour. Children use impeccable manners. They share, take turns, and help the childminder and their friends. They respond to the childminder's requests for help at tidy-up time with enthusiasm, saying, 'Of course we can', and proudly announcing, 'We are good helpers.'

What does the early years setting do well and what does it need to do better?

- Children demonstrate positive attitudes to learning. They become actively engaged, showing high levels of interest and concentration on tasks the childminder has carefully planned. The childminder plans lots of creative tasks for children to enjoy. She likes children to make keepsakes for parents to treasure. However, many of these are adult directed by the childminder. This does not always promote children's creative skills and enable children to explore open-ended creative tasks for themselves.
- The childminder plans activities to challenge children's physical skills. Children use pincer tongs to pick up pretend ladybirds and flowers. When children struggle, the childminder encourages them to persevere. She models how to use the tongs, teaching positional language, such as 'top' and 'bottom', as she does so. She praises children when they keep trying and they show great pride when they finally succeed.
- Children become increasingly independent in the childminder's care. They cut up their own fruit for snack time, safely supervised by the childminder, who talks to them about how to use knives safely. The childminder models how to cut grapes and blueberries so they are safe to eat. However, she does not consistently fully

support children to develop the skills that will help them to become independent in their personal care, particularly toilet training.

- Parents talk about being grateful for the support both they and their children receive from the childminder. They describe her as an extension to their family and say their children love her. The childminder works with parents to help children cope with changes in their lives. She provides individualised settling-in sessions for new children, and helps children to cope with new arrivals in their family and with bereavement. The childminder places importance on supporting children to be ready for the next stage of their educational journey. She has created transition documents about children's interests and development to share with parents and the settings that the children will move on to.
- The childminder plans activities outside of her home to broaden children's knowledge and experience of the world they live in. Children go to 'forest play' sessions, feed ducks and go on nature walks. They visit soft-play settings and parks to further develop their physical skills. The childminder also takes children to local cafés where she encourages them to order their own food. This all helps to build children's social skills and confidence in new surroundings.
- The childminder completes training to ensure her knowledge and skills are up to date. This includes a course to support children's communication and language. This helps her to identify and support delays and/or gaps in children's development and improve outcomes for children. The childminder networks with other childminders and shares resources and ideas. This also provides a wider social network for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide more opportunities for children to explore open-ended creative tasks independently to further develop their expressive art and design skills
- support children to develop their self-care skills even further, particularly toilet training.

Setting details

Unique reference number	EY422347
Local authority	Warwickshire
Inspection number	10380898
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 2011 and is located in Studley, Warwickshire. She operates all year round, Monday to Thursday from 8am to 5pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education for children aged from 11 months up to three years.

Information about this inspection

Inspector
Sharon Wilcox

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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